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ABSTRACT

The manual provides an empirically-based coding system to assess the social skills of physically disabled students in wheelchairs and nondisabled college students. A list of 24 frequently occurring social situations in institutions of higher education are listed in rank order; the situations require a response either by physically disabled or able bodied students. Subsequent lists present reasonably common behaviors and responses by both groups in these situations with frequency and social appropriateness values on a 6-point scale. The situations may be adapted for in vivo, video, or audiotaped interaction. Also presented is the Social Situations Questionnaire, an open-ended measure of knowledge of appropriate social skills by able bodied students. A final section offers information on methodological issues. (CL)

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Wheelchair User and Able-Bodied College Student Interaction: Scoring Manual[1]

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The purpose of this manual is to provide an empirically based coding system to assess the social skills of physically disabled (wheelchair user) and able-bodied college students. Scoring is based on ratings made by wheelchair user and able-bodied college students (Fichten & Bourdon, 1983a; 1983b). Although the coding system may be adapted to code in vivo (or video or audiotaped) interaction, it was developed for use in coding written responses to the question "In the situation described above, what do you say or do?" Preliminary studies indicate that when used in this manner, the coding system can be applied with reasonable reliability (Fichten & Bourdon, 1984).

The following information is provided in this manual:

a) a list of 24 frequently occurring social situations involving physically disabled (wheelchair user) and able-bodied college students (in rank order of frequency),

b) two lists of reasonably common behaviors and responses by physically disabled and by able-bodied college students in these situations (with frequency and social appropriateness values),

c) the Social Situations Questionnaire, an open-ended measure designed to assess able-bodied students' knowledge of social skills in interaction with a wheelchair user student (with scoring instructions and preliminary norms), and

d) a brief methodological description of how the scoring system was determined.

SOCIAL SITUATIONS

Twenty-four frequently occurring social situations in institutions of higher education are listed, in rank of frequency in Appendix 1. Some of the social situations require a response by an able-bodied student (A Situations), some by a physically disabled (wheelchair user) student (D Situations), and some by either able-bodied or disabled students. Appendix 1 of this manual presents the rank ordering of all of these situations and acts as an index to Appendices 2 and 3, which contain frequency and social appropriateness values for each behavior/response.

FREQUENCY AND SOCIAL APPROPRIATENESS OF BEHAVIORS AND RESPONSES

Frequency and social appropriateness values for commonly occurring behaviors/responses are presented in Appendices 2 and 3. Both the frequency values and the social appropriateness values are given on 6-point scales.

Appendix 2 presents the social situations and the frequency and social appropriateness values of behaviors requiring responses by able-bodied students. Appendix 3 presents this information for situations requiring responses by physically disabled (wheelchair user) students.

To make the presentation of the social situations and behaviors more realistic, situations are structured as interaction between John (an able-bodied student) and Dave (a wheelchair user student). Thus, behaviors by John always refer to behavior by an able-bodied student and behaviors by Dave always refer to behavior by a wheelchair user student. (While male names are used in this manual, our studies indicate that the same frequency and appropriateness values are equally applicable to female students).

OPEN-ENDED MEASURE OF KNOWLEDGE OF SOCIAL SKILL

Appendix 4 contains the Social Situations Questionnaire, an open-ended measure of knowledge of appropriate social skills by able-bodied students. Scoring instructions and preliminary norms from our studies (Fichten & Bourdon, 1984) are also included.

METHODOLOGICAL NOTES

Appendix 5 presents information on item selection and on the methodology used to rank social situations and to determine the frequency and appropriateness values for behaviors/responses.

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APPENDIX 1

Social Situations

Table 1 lists commonly occurring social situations in rank order of frequency. Since some of the situations require a response by an able-bodied student (A situations), some by a physically disabled (wheelchair user student (D situations) and some by both, Table 1 also provides a locator index for each situation in Appendix 2 (behaviors/responses by able-bodied students) and/or in Appendix 3 (behaviors by physically disabled students).

Table 1

Social Situations

Rank	Social Situation	Locator Index (A) Situations Appendix 2 Item #	Locator Index (D) Situations Appendix 3 Item #
	*** Note: A = Able-bodied Student D = Disabled Student ***		
1	A (able-bodied student) is walking down the corridor and sees D (disabled student) wheeling toward him/her.	1	
2	A (able-bodied student), D (disabled student) and some classmates want to go out for dinner. The question of transportation comes up.	2	1
3	A and D are having a deep discussion about their lives.	3	
4	A and D are talking in a corridor. A casually rests his/her hand on one of the handles of D's wheelchair.		2
5	D is trying to move his/her wheelchair up one step. A grabs the chair and starts to pull.		3
6	D has just asked A for help to reach a pencil sharpener on the wall.	4	
7	A and D are having a deep discussion about their lives. A has just asked D, "What's it like to be handicapped?"		4
8	The cafeteria is half full. There are people sitting alone. Some classmates of D's are sitting in a group at one of the tables. D has just bought a coffee and wants some company.		5
9	D is trying to sharpen his/her pencil. The sharpener on the wall is too high for him/her to reach. A is nearby.		6
10	D, one of A's classmates, is trying to move his/her wheelchair up one step. S/he is concentrating on what s/he's doing. A is walking down the stairs.	5	
11	The library is on the third floor and there is no elevator. D needs to track down an obscure reference for his/her English paper.		7
12	In class, A notices that D is sitting alone. A joins D.	6	
13	A and a group of students are talking about dates, sex and sports. D arrives.	7	8
14	Having joined a group discussing dates, sex and sports, A asks D, "Are you going out with anyone special?"		9
15	A and D are talking in the corridor. Noting that D has to look up, A sits down on the floor.		10
16	D has been told by A, someone s/he just met, "I see you're in a wheelchair. How long have you been like that? What's wrong with you?"		11
17	A and D are passing each other in the corridor. A waves a cheery hello, musses D's hair and says, "See you later."		12
18	A and a group from his/her class are planning to attend a campus get-acquainted party. A is organizing the students in his/her class. Everyone seems to be going. D arrives as the discussion progresses.	8	
19	A and D just met in the cafeteria. A tells D, "It's really very courageous of you to continue your education in spite of all the difficulties. How did you make it against such great odds?"		13
20	A and some classmates are planning to go out and get drunk to celebrate the end of exams. Everyone is talking about which bar to go when D arrives.	9	14
21	A is sitting with some friends in the cafeteria. D whom A doesn't know well comes and joins the group. They are introduced and shortly thereafter everyone leaves. A has 15 minutes before class.	10	15
22	A is organizing the students in the class to meet at a campus get-acquainted party. D told A that s/he doesn't intend to go. A insists that D attend.		16
23	A insists on helping D move his/her wheelchair up a step, even though D has said s/he could manage alone.		17
24	A and D have been assigned to work together on a project.	11	

Ranks are based on frequency ratings by both able-bodied students who have had contact with disabled people and by disabled students.

APPENDIX 2

Behaviors of Able-Bodied Students (A Situations)

This appendix provides frequency and social appropriateness values for 11 frequently occurring interaction situations requiring a response by an able-bodied student. To make the presentation of the social situations and behaviors more realistic, situations are structured as interaction between John (an able-bodied student) and Dave (a wheelchair user student). Thus, behaviors by John always refer to behavior by an able-bodied student and behaviors by Dave always refer to behavior by a wheelchair user student.

1. John is walking down the corridor and sees Dave, a physically disabled classmate, wheeling toward him.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John looks the other way.	2.4	1.9
b. John waves a cheery hello, musses Dave's hair, saying, "See you later."	3.7	2.9
c. They say hello and start talking. Noting that Dave has to look up, John sits down on the floor.	3.3	3.9
d. They say hello and start talking. John casually rests his hand on one of the handles of Dave's wheelchair.	4.1	4.4
e. John says, "Hi, I haven't see you in a while. We must get together some time."	4.1	5.0
f. John waves hello and continues walking.	4.3	4.6
g. John says, "Hi, how are you? I'd love to stay and chat but I'm really in a rush."	3.8	4.7
h. John says, "Hi, I haven't seen you in a long time. Let's have lunch. Are you free at twelve?"	3.4	5.6

2. John, Dave, a classmate in a wheelchair, and some other members of the class want to go out for dinner. The question of transportation comes up.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John suggests, "Let's pick a place nearby. That way we can all go together."	4.4	5.2
b. John turns to Dave saying, "We were going to go by metro. But how are you going to get there?"	3.3	3.5
c. John asks, "Is the metro or the bus OK for you, Dave?"	2.8	4.0
d. John tells Dave, "Meet you there in half an hour, OK?"	2.8	2.7
e. John says, "Eric has a car, but the wheelchair won't fit."	3.6	3.7
f. John suggests, "Let's all split a taxi."	3.6	5.1
g. John says, "Paul has a car. Can we all fit in?"	3.8	5.3
h. John says, "Transportation is no problem. Dave's chair will fit in Andy's car's trunk."	4.4	5.5
i. John asks, "Any suggestions Dave? How do you usually get around?	4.5*	5.6*

3. John and Dave are having a deep discussion about their lives.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John asks, "Dave, what's it like to be handicapped?"	4.4	5.0
b. John says, "I've always been curious about what it's like for handicapped people."	4.0	4.8
c. John suggests, "Relationships with the opposite sex must be pretty difficult."	3.0	3.3
d. John says, "I guess when you get into a relationship, it must be really meaningful."	2.2	2.9
e. "Handicapped people are so courageous," John says.	4.5	2.8
f. John asks, "Handicapped people are usually intellectual, don't you agree?"	2.5	2.3
g. John says, "It must be really tough to be sick."	3.4	1.9
h. John remarks, "I guess you don't get to socialize much."	2.8	2.0
i. John sighs, "It must be difficult to always be dependent on others."	3.0	2.4
j. John asks, "How do you manage? I don't know if I could take it."	4.5	3.4
k. John says, "I guess depression must be a real problem for handicapped people."	2.8	2.6
l. John says, "Sorry for being at a loss for words, but I wonder how you feel about your disability?"	3.1	4.0
m. John asks, "What happened to you - how come you're in a wheelchair?"	4.6*	4.9*

4. Dave has just asked John for help to reach a pencil sharpener on the wall.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John continues down the hall, as if he didn't hear.	2.1	1.4
b. John takes the pencil, saying, "Sure. No problem."	5.0	5.3
c. John says, "Of course. I can imagine how annoying these things must be. Do you want any other pencil sharpened? Do you need a push to class? Can you manage with your books? Call on me any time, I'd be glad to help."	3.0	3.1

5. Dave, one of John's classmates, is trying to move his wheelchair up one step. He is concentrating on what he's doing. John is walking down the stairs.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John grabs the chair and starts pulling, saying, "Come on, I'll give you a hand up."	3.7	3.5
b. John keeps on walking without greeting Dave.	2.9	2.1
c. John calls out to Dave, "Do you want a hand?"	4.5	5.4
d. John, responding to Dave's refusal of his offer of help, says, "Come on, it really isn't any trouble. It'll be so much faster."	3.2	3.4
e. John waits at the top of the stairs, watching discreetly.	2.6	2.4
f. John calls out, "Good for you! You can do it!"	2.5	3.0
g. John calls out, "Here, I'll give you a hand. But I can't stay, I'm in a hurry."	2.6	4.0

6. In class, John, a non-disabled student, notices that Dave, a physically disabled student, is sitting alone. John joins Dave.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John says, "I really believe that people should help those who are less fortunate. Is there anything I can do to help?"	2.2	2.7
b. John remarks to the person sitting three seats away, "Have you heard? Dave was just telling me about a possible extension for our projects."	2.1	3.3
c. John says nothing, waiting for Dave to make the first move.	4.0	3.1
d. John says, "Hi. My name is John."	4.3	5.6
e. John introduces himself, speaking slowly and loudly.	2.2	2.0
f. John asks, "How are you finding this course?"	4.4	3.6
g. John asks, "May I join you?"	4.4	5.7
h. John smiles at Dave, saying, "Hi, how's it going?"	4.5*	5.8*

7. John and a group of students are talking about dates, sex and sports. Dave, a disabled classmate, arrives.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John says, "Hi, Dave," and continues talking.	5.1	5.6
b. John switches topics, saying, "Yeah, that's pretty interesting. But what about that exam tomorrow?"	2.4	1.6
c. John says, "Dave, you're probably not interested in this. Hey guys, let's talk about that exam tomorrow."	2.8	1.1
d. John turns to Dave and asks, "Are you going out with anyone?"	2.5	5.3
e. John interrupts, saying, "OK gang, keep it clean."	2.2	1.8
f. John says, "We're talking about sports. It's a shame you can't do any."	2.6	2.6
g. John turns to Dave, "Isn't dating ever expensive these days?"	2.5	4.6
h. Everyone stops talking. Eventually, John asks Dave, "How do you like classes here?"	2.3	2.3
i. John says, "I don't suppose you go out much, do you?"	2.3	1.9

8. John and a group from his class are planning to attend a campus get acquainted party. John is organizing the students in his class. Everyone seems to be going.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John makes a point of saying to Dave, "Will we be seeing you at the party?"	3.6	4.9
b. John tells Dave and the other students when everyone will meet.	4.3	5.5
c. John asks, "Isn't it too tiring for you to go?"	2.2	2.1
d. After Dave tells John that he'll pass up the party, John says, "You have to come. It's really good for you to get out and meet people."	2.6	2.6
e. John tells Dave, "There is a ramp there for wheelchairs, so that won't be a problem."	4.2	5.3
f. John doesn't mention the arrangements to Dave.	2.4	2.0

9. John and some classmates are planning to go out and get drunk to celebrate the end of exams. Everyone is talking about which bar to go when Dave arrives.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John asks, "Is going to a bar OK with you or do you prefer a place for coffee and pastry?"	2.5	3.0
b. "Hey Dave, do you drink?" John asks.	3.3	4.2
c. John asks, "Dave, any suggestions about which bar?"	3.9	5.6
d. John asks, "Are these bars OK for wheelchairs?"	4.1	5.4
e. John asks Dave, "Would you like to join us?"	4.2	5.7

10. John, a non-disabled student, is sitting with some friends in the cafeteria. Dave, a student in a wheelchair whom John doesn't know well comes and joins the group. They are introduced and shortly thereafter everyone else leaves. John has 15 minutes before class.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John says, "Nice to have met you," and leaves.	2.9	2.9
b. John says, "It's really very courageous of you to continue your education in spite of all the difficulties. How did you make it against such great odds?"	3.2	3.0
c. John says, "I see you're in a wheelchair. How long have you been like that? What's wrong with you?"	3.6	3.6
d. John plays with his coffee, waiting for Dave to say something first.	3.5	2.9
e. John says, "I've got 15 minutes before class. When's your next class?"	4.2	5.1
f. John leaves, saying, "I have another 15 minutes. I'd better get some studying done in the library."	2.6	2.9
g. John says, "I have a long walk to class," and then stammers, "Oh, I mean it's a long <u>way</u> to class."	2.6	2.4
h. John says, "I have a long walk to class," then says, "Oh, this is embarrassing. I guess words like walk are really common. I hope it doesn't bother you."	2.6	2.7
i. John says, "Look, I feel kind of silly, but what is the appropriate word to use instead of 'walking' with someone in a wheelchair?"	2.1	3.4
j. John says, "I notice you're in a wheelchair. I want to tell you I really enjoyed the latest Jerry Lewis telethon for the disabled."	2.3	2.2
k. John says, "You must be really unusual. You're coping so well with your misfortunes."	3.5	3.2
l. John says, "By the way, do you know Eric Jones? He's a friend of mine. He is also handicapped."	4.1	2.9
m. John says, "It must be pretty tough. If I were you, I'd be really depressed and discouraged."	4.1	2.7
n. John gets up, saying, "I hate to leave you alone, but I really have to go."	3.1	2.8
o. John asks, "How long have you been at this school?"	3.9	4.6

11. John and Dave have been assigned to work together on a project.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. John suggests, "It seems to me that there are two types of tasks. How about if I do the running around and you do the background research?"	4.0	4.8
b. John tells Dave, "You know, I won't have any time to work on this until just before the deadline. I'm really too busy. You may be better off with another partner."	2.1	2.7
c. After they discuss what has to be done, John says, "Do you want me to do the running around part?"	4.0	5.3
d. The project consists of numerous field visits and extensive research. John suggests, "Let's split each task down the middle."	3.2	4.1
e. All tasks require running around. John asks, "How about reading some background literature?" knowing that this is really unnecessary.	2.1	2.1
f. John says, "We'd better be sure to divide the work 50-50. We don't want one of us to do all the work."	2.9	4.4
g. John asks, "Do you have any suggestions for dividing all this work so that it's fair to both of us?"	4.1	5.6
h. John suggests, "Let's meet at the cafeteria or library to discuss how we should do this."	4.2*	5.7*

APPENDIX 3

Behaviors of Disabled (Wheelchair User) Students (D Situations)

This appendix provides frequency and social appropriateness values for 17 frequently occurring interaction situations requiring a response by a physically disabled (wheelchair user) student. To make the presentation of the social situations and behaviors more realistic, situations are structured as interaction between John (an able-bodied student) and Dave (a wheelchair user student). Thus, behaviors by John always refer to behavior by an able-bodied student and behaviors by Dave always refer to behavior by a wheelchair user student.

1. John, Dave, a classmate in a wheelchair, and some other members of the class want to go out for dinner. The question of transportation comes up.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave adds, "Metro and buses are out for me. Would you mind going to a restaurant close by?"	3.0	5.0
b. Dave turns to John, saying, "Meet you there in half an hour."	2.4	4.1
c. Dave suggests, "Let's all split a taxi."	2.6	4.7
d. Dave says, "Paul has a car. Can my wheelchair fit in?"	2.8	4.8
e. Dave suggests, "Let's pick a place nearby. That way we can all go together."	2.8	4.9
f. Dave offers, "I'll pay for a taxi."	2.4	2.8
g. Dave says, "It's getting complicated. I'll join you next time."	2.7	2.4
h. Dave says, "I guess you don't really need me along to slow you down."	2.4	1.7
i. Dave says, "If you want to go by Metro, I'll reserve the minibus and meet you there."	2.8	4.5

2. John and Dave are talking in a corridor. John casually rests his hand on one of the handles of Dave's wheelchair.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave continues with what he's saying.	3.5	4.8

3. Dave is trying to move his wheelchair up one step. John grabs the chair and starts to pull.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave says, "Thank you."	3.5	4.8
b. Dave thanks John and adds, "Please, next time, ask first. Just grabbing could be dangerous."	2.9	5.2

4. John and Dave are having a deep discussion about their lives. John has just asked Dave, "What's it like to be handicapped?"

	Freq. 1 = very rarely 6 = very often	App. 1 = very inappropriate 6 = very appropriate
a. Dave answers, "I don't know if I can really explain all the difficulties associated with being in a wheelchair. I know you're sympathetic, but there is no way that you could fully appreciate the experience, even if you were to spend a full day in a chair. Knowing you're there for life is another story."	2.9	4.1
b. Dave says, I'm crippled. Let's face it. There are many things I just can't do."	2.3	2.9
c. Dave responds, "Well, it's not all negative. People find it really difficult to say no to anyone in a wheelchair."	2.4	3.1
d. Dave replies, "There are some positives you know. You always have a seat. There's a terrific parking spot, just for the handicapped, in front of city hall. That is, if there isn't a car in it already."	2.2	3.2
e. Dave says, "Well, if you're under 18, people treat you like a child or a pet. If you're over 18, you get treated like a golden ager."	2.2	3.2
f. Dave answers, "You know, somehow this wheelchair automatically makes the person sitting in it deeply religious and completely asexual."	2.1	2.6
g. Dave says, "Non-disabled people are usually blinded by the disability and can't see past it to the human being."	2.7	3.6
h. Dave says, "A side effect of the wheelchair is that people treat you as though you were mentally handicapped as well."	2.6	3.9
i. Dave replies, " I'd rather not talk about it."	2.5	2.6
j. Dave answers, "The toughest thing is dealing with non-disabled people's curiosity and embarrassment."	2.4	3.6
k. Dave says, "You know, I don't think much about it. This is just the way things are."	2.7	3.9
l. Dave answers, "Sometimes, when you're in an accessible building you really feel OK. Others feel OK about you too because you can interact as equals."	2.8	4.7

5. The cafeteria is half full. There are people sitting alone. Some classmates of Dave's are sitting in a group at one of the tables. Dave has just bought a coffee and wants some company.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave goes up to the group of classmates, "Hi, do you mind if I join you?"	3.0	5.4
b. Dave goes to an empty table near the group of classmates.	2.9	2.4
c. Dave joins the group of classmates and waits for one of them to say something.	2.7	3.0
d. Dave joins his classmates, saying, "Hi, how are things going?"	2.8	5.2
e. Dave moves to a table where a student is sitting alone and asks, "May I join you?"	2.5	4.6
f. Dave goes to the group of classmates and asks, "Got room for a wheelchair?"	2.1	3.6

6. Dave is trying to sharpen his pencil. The sharpener on the wall is too high for him to reach. John is nearby.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave says, "John, sharpen this pencil for me."	2.5	3.8
b. Dave asks, "John, could you give me a hand sharpening this pencil? Some things you just can't do from a wheelchair."	2.9	4.4
c. Dave angrily says, "Just look at that! And this school claims it's accessible to the handicapped!"	2.6	3.3
d. Saying nothing, Dave almost falls from his wheelchair trying to reach the sharpener.	2.5	2.3
e. Dave waits for John to offer to help.	2.2	2.2
f. Dave says, "John, please give me a hand with this pencil. I hate to have to ask for favors so often. It's really very difficult being in a wheelchair, I just can't manage things on my own."	2.2	3.1
g. Dave says, "John, will you do this for me?" and adds, "I hate being so dependent."	2.4	3.2
h. Dave says, "John, give me a hand with this please."	3.3	5.1

7. The library is on the third floor and there is no elevator. Dave needs to track down an obscure reference for his English paper.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave says to John, "I know this is a lot to ask, but could you track this reference down for me?"	2.9	4.7
b. Dave says, "John, go up to the library and track down this reference for me. There's no elevator in this building."	2.1	2.9
c. Dave complains to John, "If only I could get up to that library, I could track down this reference. Now I don't know how I'll ever finish my paper."	2.4	3.0
d. Dave says, "John, you've always been so helpful. I've got to ask you for one more favor. Please, if you don't mind, would you go up to the library and find this reference for me. My term depends on it. I wish I didn't have to ask you to do this for me."	2.5	3.9
e. Dave asks, "How are you fixed for time, John?"	2.8	4.0
f. Dave turns to John, "I need your help. If you could spare the time, I'd like you to go up to the library and track down this reference. It's important."	3.0	4.8
g. Dave, turning to John, says, "I'm really fed up with all this accessibility garbage. Just look where the library is! No elevator! How am I supposed to find this reference for my paper?"	2.2	3.2
h. Rather than ask for this favor, Dave doesn't use this important reference in his paper.	2.4	1.7
i. Dave says, "John, do this favor for me? I'd be happy to look up some things for you in the main library."	2.5	4.2
j. Dave tells John, "There's no way I can get up to that library in this wheelchair. Would you be willing to track down this reference for me?"	3.0	4.7

8. John and a group of students are talking about dates, sex and sports. Dave, a disabled classmate, arrives.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave joins the group but doesn't participate.	3.0	2.9
b. Dave joins in, saying, "Now this is a topic close to my heart."	2.2	4.0
c. Dave waits for a pause in the conversation and then says, "How are your classes going?"	2.1	2.4

9. Having joined a group discussing dates, sex and sports, John asks Dave, "Are you going out with anyone special?"

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave responds, "Who'd want to go out with me?"	2.5	2.0
b. Dave answers, "No, I'm concentrating on my school work."	2.8	3.8
c. Dave says, "Oh, people here and there. Nobody special."	3.2	4.3
d. Dave says, "Yes, I'm seeing Rita. We've been going out for a while."	3.0	5.0
e. Dave says, "Not right now. But I had a girlfriend last fall."	2.9	4.8

10. John and Dave are talking in the corridor. Noting that Dave has to look up, John sits down on the floor.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave continues with what he's saying.	3.0	4.1
b. Dave responds, "It's OK. You don't have to sit on the floor."	2.6	4.7
c. Dave asks, "Do you want to move to the lounge next door where you can sit on a chair?"	2.8	4.8

11. Dave has been told by John, someone he just met, "I see you're in a wheelchair. How long have you been like that? What's wrong with you?"

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave replies, "I have M.S. I've had it for 18 years now."	3.3	4.9
b. Dave answers sarcastically, "I have M.S. I've always had it. It's not contagious by the way."	2.2	2.3
c. Dave starts with, "I've been diagnosed as having M.S.," and continues with a detailed medical history.	2.7	3.1
d. Dave says, "I have M.S. I've had it most of my life, so it's nothing new to me. There are lots of people who have it, but I guess you may not have met anybody else like that."	2.2	3.8

12. John and Dave are passing each other in the corridor. John waves a cheery hello, musses Dave's hair and says, "See you later."

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave waves back, "Hi, how are things going?"	3.4	4.9
b. Dave explains, "I appreciate that you're trying to be nice, but head patting is out."	2.2	4.0

13. John and Dave just met in the cafeteria. John tells Dave, "It's really very courageous of you to continue your education in spite of all the difficulties. How did you make it against such great odds?"

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave responds, "Yeah, I guess it's a little harder with a wheelchair than without. But one gets used to it. Besides, it's not all that easy for anyone else either."	3.1	4.9
b. Dave retorts, "How would you know whether it's tough or not?"	2.1	2.0
c. Dave explains, "It's really been tough," and describes the various difficulties.	2.5	4.2

14. John and some classmates are planning to go out and get drunk to celebrate the end of exams. Everyone is talking about which bar to go when Dave arrives.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave suggests, "What about the place down the street?"	2.6	4.6
b. Dave says, "I'm game to go anywhere if you're willing to carry me."	2.0	3.5
c. Dave joins the group but makes no suggestions.	3.2	3.3
d. Dave says, "I'll be going home. You wouldn't want me along anyway."	2.2	1.9
e. Dave remarks, "Count me out this time. But keep me in mind next time you go."	2.7	3.6
f. Dave asks, "What about the place down the street? It's accessible to wheelchairs and it's close."	2.9	4.7

15. John is sitting with some friends in the cafeteria. Dave, a student in a wheelchair whom John doesn't know well, joins the group. They are introduced and shortly thereafter everyone else leaves. John has 15 minutes before class.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave says, "Nice to have met you," and leaves.	2.4	2.5
b. Dave plays with his coffee, waiting for John to say something first.	2.9	2.9
c. Dave asks, "How long have you been at this school?"	4.0	4.8
d. Dave says, "I've got 15 minutes before class. When is your next class?"	3.1	4.8
e. Dave says, "I'd like to get to know you better. You seem like such a nice guy. I don't know too many people."	2.3	3.9
f. Dave says, "The people in this school are really nice. They really accept me, even though I'm handicapped."	2.6	3.4
g. Dave, leaving, tells John, "I enjoyed talking to you. What do you say we continue over coffee after class?"	2.7	4.6

16. John is organizing the students in the class to meet at a campus get-acquainted party. Dave told John that he doesn't intend to go. John insists that Dave attend.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave replies, "Thank you John, but I'm really not interested."	3.1	4.6
b. Dave says, I'll see how I feel tomorrow."	3.0	4.1
c. Dave responds, "These get-togethers are really difficult for me. You don't enjoy these things when you're in a wheelchair."	2.3	2.7
d. Dave asks, "Are you really sure you want me along? I don't have to go, you know. I don't want to be a burden."	2.6	2.4
e. Dave explains, "People in this class make me feel like I really belong."	2.4	4.1

17. John insists on helping Dave move his wheelchair up a step, even though Dave has said he could manage alone.

	Freq. (1 = very rarely, 6 = very often)	App. (1 = very inappropriate, 6 = very appropriate)
a. Dave shrugs, sighs and reluctantly says, "OK. Let's go."	2.6	3.4
b. Dave protests, "Really, I'd rather do it myself."	2.6	4.4
c. Dave responds, "John, you must learn that handicapped people have to be allowed to do things for themselves."	2.4	4.1
d. Dave replies, "I'll get up on my own. But take my briefcase, will you?"	2.6	4.8

APPENDIX 4

Social Situations Questionnaire: Open-Ended Measure of Knowledge of Social Skills

This appendix contains scoring instructions and preliminary norms for the Social Situations Questionnaire, a measure of knowledge of social skills by able-bodied college students used in our previous investigations (Fichten & Bourdon, 1984). The male version of the questionnaire is also included. (In our studies able-bodied male subjects completed the questionnaire referring to interaction with a wheelchair user male student; females completed it referring to interaction with a female wheelchair user student).

Scoring rules. The unit of behavior is a single stated idea. Sometimes punctuation will make the unit of behavior evident. However, the unit of behavior over-rides punctuation.

To score each behavior/response, refer to the corresponding situation in Appendix 2. Code each unit of behavior according to the appropriateness values (range = 1-6) given for similar behavior in that situation. When a stated response does not fit any of the behaviors listed under the corresponding situation in Appendix 2, score the response Ø.

Sum the scores for each situation and divide the total by the number of scorable responses (i.e. exclude Øs) given by the subject (if more than one) to provide a score for each item. This will result in 11 scores (11 situation items) which range from Ø to 6 (Ø = no scorable responses, 1=very inappropriate, 6= very appropriate).

To determine a single summary score, sum each subject's scores for the 11 situation items and divide this by the number of situations with scores ≥ 1 (i.e. if one or more situation items have been omitted or received a score of Ø, prorate the final score). This yields a global score of knowledge of appropriate social skills. Scores range from 1 to 6; the higher the score, the more knowledgeable the person concerning socially skilled behavior with physically disabled (wheelchair user) students.

Preliminary norms. Our investigations show that the coding system is reasonably reliable [inter-rater reliability (behavior by behavior) $r > .70$]. The following summary data were obtained on 34 male and 39 female college students: males $M = 4.75$ ($SD = .337$); females $M = 4.79$ ($SD = .273$).

Social Situations Questionnaire

Male Version

We want to find out about interaction between physically disabled and non-disabled students. On the following pages, a variety of social situations non-disabled students can encounter will be described.

Read each situation carefully. Some will be familiar to you and others will not be. In either case, we'd like you to try and imagine that you are actually in the situation. Then write down whatever you would say or do in that situation. If you would say something, use the exact words you'd really use.

Some of the situations are difficult to handle-- you're in a tight spot and are called upon to say something. We'd like you to give the response you think you would give if you were actually in the situation. Don't spend too much time thinking about your answer, because in many of the situations, you wouldn't have the chance to think for very long.

Remember, try to visualize yourself in each situation and use the actual words you'd really use in the situation.

Read the following example to get an idea of the sort of response we're looking for.

Example

You and a guy you met in a class just had coffee and a really good talk at the cafeteria. You like the guy and want to get to know him better. You're ready to leave. What do you say or do?

I'd get up to leave and say, "I enjoyed talking with you. We should get together again."

1. You are walking down the corridor and see a disabled male classmate wheeling toward you. What do you say or do?

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2. A male classmate in a wheelchair, you, and some classmates want to go out for dinner. The question of transportation comes up. What do you say or do?

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3. You and a male classmate in a wheelchair are having a deep discussion about your lives. You want to find out what is wrong with him and how it feels to be in a wheelchair. What do you say or do?

---

4. A male student in a wheelchair has just asked you for help to sharpen a pencil because he cannot reach the pencil sharpener on the wall. What do you say or do?

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5. One of your classmates is attempting to move from one level to the next by trying to move his wheelchair up one step. He is concentrating on what he is doing. You are walking toward him. What do you say or do?

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6. In class you notice that a physically disabled male student in a wheelchair is sitting alone. You are contemplating joining him. What do you say or do?

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7. You and a group of male students are talking about dates, sex and sports when a disabled male classmate in a wheelchair arrives. What do you say or do?

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8. You and a group from your class are planning to attend a campus get-acquainted party. You are organizing the students in your class. Everyone seems to be going. A male classmate in a wheelchair is just entering the room. What do you say or do?

---

9. You and some classmates are planning to go out to a bar to celebrate the end of exams. Everyone is talking about which bar to go to when a male classmate in a wheelchair arrives. What do you say or do?

---

10. You are sitting with some friends in the cafeteria. A male student in a wheelchair whom you don't know well comes and joins the group. You are introduced and shortly thereafter everyone else leaves. You have 15 minutes before class. What do you say or do?

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11. You and a male classmate in a wheelchair have been assigned to work together on a project. The project requires fieldwork and background research. The two of you have to arrange how to get the project done. What do you say or do?

APPENDIX 5

Methodological Notes

The goals of the study on which this manual is based were to identify 1) commonly occurring social situations involving physically disabled (wheelchair user) and able-bodied college students (dating was not included), and 2) frequent appropriate and inappropriate social behaviors by disabled and able-bodied students in each situation.

Disabled (wheelchair user) and able-bodied college students were interviewed in order to generate a list of common social situations and interpersonal behaviors in academic settings. Based on this list, a lengthy objective questionnaire was designed. Behaviors of physically disabled (wheelchair user) and able-bodied students were included. All items on the questionnaire were rated by 24 disabled (wheelchair user) and 45 able-bodied college and university students (31 of whom had had significant contact with disabled people and 14 of whom had not). Subjects rated, on 6-point scales, how often each of 51 social situations occured and how often various behaviors by both able-bodied and disabled students occured. For each behavior, subjects also rated, on 6-point scales, the appropriateness of each response. Male subjects made ratings concerning the responses of males; females rated the responses of females. [The sample and the psychometric properties of the questionnaire are described elsewhere (Fichten & Bourdon, 1983b)].

Social Situations. This manual includes 11 of the 19 social situations on the questionnaire requiring a response by an able-bodied student (A Situations) and 17 of the 32 situations requiring a response by a physically disabled (wheelchair user) student (D Situations). In 4 cases, the (A) and (D) Situations are identical. Thus, the 24 situations in Table 1 are composed of 7 (A) Situations, 13 (D) Situations and 4 (A) and (D) Situations.

Social situations included in this manual were selected and ranked in the following way. The responses of disabled participants and of able-bodied participants who had had contact with disabled students to the question, "How often were you in similar situations?" (very rarely = 1, very often = 6) were averaged. All situations for which the average combined score of both groups of participants was ≥ 2 and for which the mean for at least one of these groups was ≥ 3 were included. Situations were ranked on the basis of the combined scores of disabled participants and of able-bodied participants who had had contact with disabled students.

Frequency and appropriateness of behaviors. Behaviors by able-bodied and disabled students were included if, a) on (A) Situations (those requiring a response from an able-bodied student), the behavior was rated by disabled participants as having occured with a frequency score ≥ 2 (1= very rarely, 6 = very often) and b) on (D) Situations (those requiring a response from a disabled student), the behavior was rated by able-bodied participants who had had contact with disabled students as having occured with a frequency score ≥ 2. This selection procedure retained 86 of the 100 (A) Situation responses

evaluated and 90 of the 117 (D) Situation responses in the original questionnaire. Five additional responses (marked with * in Appendices 2 and 3) were added as these were reported frequently in a subsequent study (Fichten & Bourdon, 1984) in which the open ended questionnaire described in Appendix 4 was used.

Appropriateness scores are based on the ratings of the disabled participants for (A) Situations (Appendix 2) and on the average of the mean scores of the two able-bodied groups of participants for (D) Situations (Appendix 3). Appropriateness of the five situations marked with * are estimates.

As male and female data for social situations as well as for frequency and appropriateness of responses were found to be highly similar (Fichten & Bourdon, 1983b), male and female data were pooled.